

PIKEVILLE INDEPENDENT SCHOOLS

PROFESSIONAL GROWTH

AND

EVALUATION OF CERTIFIED PERSONNEL

REVISED APRIL 2004

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The Pikeville Independent School District plan for professional growth and evaluation of certified personnel does not discriminate on the basis of race, national origin, religion, marital status, gender, or disability.

PIKEVILLE INDEPENDENT SCHOOLS

PLAN FOR PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL

PURPOSE

The Pikeville Independent School District's plan for professional growth and evaluation of certified personnel is designed to improve classroom instruction and administrative performance consistent with statewide standards established by the Kentucky Board of Education.

Utilizing both formative and summative evaluation in the evaluation of all certified personnel, this plan incorporates a continuous cycle of information collection, interaction, feedback, and self-reflection. It provides a measure of accountability to all stakeholders and provides support and encouragement for professional growth of certified employees. Additional purposes that can be achieved by effective implementation of a sound program of professional growth and evaluation include, but are not limited to, the following:

- Improve the quality of the total educational program
- Create and maintain an awareness that continuous improvement of the educational program has a high priority
- Reinforce outstanding individual performance
- Provide appropriate assistance/support for those whose performance does not meet the standards
- Clarify duties, responsibilities, and job expectations
- Build commitment to the concept of accountability in performance

COMMITTEE MEMBERS

This plan has been developed/revised jointly by a committee consisting of equal numbers of administrators and teachers and has been approved by the Pikeville Independent Board of Education and the Kentucky Department of Education (pending).

The Pikeville Independent Board of Education shall review as needed this evaluation plan to ensure compliance with KRS 156.557 and 704 KAR 3:345. Substantive revisions will be developed by the local committee and submitted to the Kentucky Department of Education for approval.

Administrators

Patricia Burchett
Ken Osborne
Jon Stratton
Jane Campbell, District Contact

Teachers

Laura Cooley
Carolyn Leatherman
Maria Shockey
Deborah Sykes

LEGAL REFERENCES

KRS 156.111
KRS 156:557

704 KAR 3:345

RESPONSIBILITY

Evaluation of the Superintendent:

The Pikeville Independent Board of Education shall annually assess the performance of the Superintendent. He/She shall be notified of the criteria on which he/she is to be evaluated no later than the end of the first month of reporting for employment for each fiscal year.

The Superintendent shall complete professional growth requirements pursuant to KRS 156.111 and 704 KAR 3:406.

Evaluation of Administrators:

All administrators shall be evaluated annually. The Superintendent or his/her designee will evaluate all district level administrative personnel and building principals. The building principal will evaluate administrators under his/her supervision. Each evaluator shall be trained, tested and approved by the Kentucky Department of Education. The summative evaluation shall be based upon formative data relative to the administrator's performance of duties. Formative data collection involves a continuous cycle of interacting and providing feedback with suggestions regarding the administrator's professional growth and performance.

Primary Evaluator:

The immediate supervisor of the certified employee shall serve as the primary evaluator. The building principal shall serve as the primary evaluator of all certified personnel under his/her supervision. Unless reassigned by the Superintendent/designee, the primary evaluator for itinerant teachers shall be the principal in the building where the teacher is assigned for the greater percentage of time.

Supervisors may request that additional administrative personnel who have been trained, tested and approved conduct observations and provide information to the primary evaluator.

Third-Party Observer:

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. A teacher who exercises this option shall do so, in writing to the evaluator, no later than February 15 of the academic year in which the summative evaluation occurs. The selection of the third-party observer shall, if possible, be determined through

mutual agreement by the evaluator and the evaluatee. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Observations by third-party observers may be incorporated into the formative evaluation process.

Approved Evaluators:

All evaluators, with the exception of Members of the Board of Education, shall be trained, tested and approved. Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

District Contact:

The superintendent shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Notification of Personnel:

No later than the end of the first month of reporting for employment each year, the superintendent or his/her designee shall explain to and discuss with certified personnel the evaluation criteria and process to be used.

PROCEDURES

Summative Evaluation:

Summative evaluation for all certified personnel shall be conducted on a cycle pursuant to 704 KAR 3:345 and the approved district plan.

A summative evaluation conference shall be held at the end of the evaluation cycle and shall include all evaluation data. A copy of the evaluation shall be provided to the evaluatee; both the evaluator and evaluatee shall sign and date the evaluation instrument. The evaluatee shall have the opportunity to attach a written response to the evaluation instrument for inclusion in the official personnel file.

Summative evaluations for all certified personnel below the level of district superintendent shall be completed in writing on approved forms and included in the official personnel file in the central office.

Evaluation of Tenured Teachers:

A three-year evaluation cycle shall be maintained for all tenured teachers. The principal shall conduct a summative evaluation for each tenured teacher a minimum of once every three (3) years; however, the evaluator may collect formative data such as formal and informal observations and supporting evidence at any time during the three-year cycle.

A minimum of one (1) formal observation of each tenured teacher will be conducted annually and will be included in the formative data. Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

Evaluation of Non-Tenured Teachers:

A one-year evaluation cycle shall be observed for all non-tenured teachers; the principal shall conduct an annual summative evaluation for each non-tenured teacher. At least two (2) formal observations as well as informal observations shall be included in the formative data. The first and second observations shall be completed by November 15 and April 1, respectively.

Pre-Observation Conference:

Prior to each formal observation, the evaluatee shall complete a pre-observation form and submit it to the evaluator. The evaluator shall meet with the evaluatee to plan and discuss the date, time, and content of the observation as indicated on the form.

Observations:

Formal observations of performance of a certified employee shall be conducted openly and with the full knowledge of that person. No portion of the evaluation process shall be video/audio taped without the expressed written consent of the evaluator and the evaluatee.

Post-Observation Conference:

A post-observation conference shall be held within one (1) work week, which for these purposes is defined as five (5) school days, following the observation. Data shall be reviewed during the post-observation conference.

PROFESSIONAL GROWTH

Professional Growth Plan:

No later than May 15, each certified employee shall review, develop, and discuss a professional growth plan with his/her primary evaluator. The professional growth plan shall be aligned with the district/school improvement plan. The professional growth plan shall be reviewed annually and placed in the personnel files located in the central office.

Corrective Action Plan:

For each "does not meet" rating on the summative evaluation, an individual corrective action plan shall be developed and implemented in the subsequent evaluation cycle. During the evaluation cycle, an individual corrective action plan may be developed at any time an immediate change in behavior is deemed necessary by the evaluator.

The primary evaluator shall develop and monitor the corrective action plan; the plan shall include target dates for monitoring plan implementation and completion and shall identify assistance/support to be provided. Review of the plan shall be documented on the corrective action plan form. A copy of the corrective action plan shall be submitted to the Superintendent and updated during implementation and upon completion.

APPEAL PROCESS

Local Appeals Panel:

Two (2) members of the Local Appeals Panel and two (2) alternates shall be elected by and from the certified employees of the district. One member and one alternate shall represent each school. The Board shall appoint one (1) district level certified employee and one (1) alternate to the panel. All terms of panel members shall be for one year and run from September 1 through August 31. Members may be reappointed or re-elected. The certified employee appointed by the Board will serve as chairperson of the Local Appeals Panel.

Appeal to Panel:

Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may submit an Evaluation Appeal Hearing Request Form to the Superintendent or the chairperson of the Local Appeals Panel within five (5) school days following the date of the completion of the summative

conference. Both the evaluator and the evaluatee shall be given reasonable opportunity in advance of the hearing to review all documents to be presented to the appeals panel and shall have the right to presence of representation of their choosing. Within three (3) school days following the submission of the Evaluation Appeal Hearing Request Form, the evaluatee shall:

- 1) Notify the Superintendent or chairperson of the Local Appeals Panel in writing of his/her intent to be represented by counsel during the local appeal hearing.
- 2) Inform the Superintendent or chairperson of the Local Appeals Panel in writing of the name, address and telephone number of the evaluatee's counsel.

The panel will consider questions of both substance and procedure.

Burden of Proof:

The purpose of the panel's review is to determine whether the evaluation is based on data and/or in compliance with plan procedures. This means that the Local Appeals Panel can find the summative evaluation in error only if the conclusion is not supported by data and/or plan procedures were violated. Burden of proof rests with the evaluatee who must submit evidence to the panel that the summative evaluation was clearly erroneous.

Procedures:

Within three (3) school days of the Superintendent's/panel chairperson/s receipt of the hearing request form, both the evaluator and the evaluatee shall submit to the Superintendent/panel chairperson five (5) copies of all documentation to be presented as evidence in the hearing. The documentation shall be available for review by both the evaluator and the evaluatee a minimum of three (3) school days prior to the hearing date.

Within ten (10) school days of the Superintendent's/panel chairperson's receipt of the hearing request form, the chairperson of the appeals panel will convene a hearing to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The Board appointed hearing chairperson will convene the hearing and establish procedures. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.

The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present documentation including witnesses pertinent to the summative evaluation. Witnesses will not be present during the hearing process other than during their testimony. The panel will have the right to question the evaluatee, the evaluator

and witnesses. The panel will consider in closed session all information presented. A written decision regarding the panel's findings shall be presented to the Superintendent within ten (10) school days of the conclusion of the hearing procedures.

In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board of Education.

The panel's recommendation may include one of the following actions:

1. Uphold the original evaluation
2. Remove all or any part of the summative evaluation from the personnel file
3. Complete a second evaluation by a different, approved evaluator

Any evaluatee who feels that evaluation procedures have been violated may appeal the decision to the Kentucky Board of Education State Evaluation Appeals Panel pursuant to procedures outlined in 704 KAR 3:345, section 9.

TIMELINE

July - Ongoing	Explanation/discussion of evaluation plan for all employees within the first month of reporting for employment.
November 15	First formal observation of non-tenured teachers completed.
April 1	Second formal observation of non-tenured teachers completed; formal observations of tenured teachers completed.
April 15	All summative evaluations submitted to the central office.
May 15	Professional growth plans submitted to central office.

TEACHER

FORMS

**PIKEVILLE INDEPENDENT SCHOOLS
PRE-OBSERVATION FORM**

(To be completed by the teacher and observer before the classroom observation)

Teacher	Observer/Position	
School	Date	Time
Content Area/Grade(s)	No. Students w/IEPs	No. Students

Academic Expectations Targeted: # _____ # _____ # _____ # _____

Major Lesson Content or Unit of Study: _____

Assessment of Lesson: _____

Special/unique situations or circumstances of which observer should be aware:

Other comments/concerns: _____

Professional Growth Considerations: _____

<p>_____</p> <p>Observee's Signature Date</p>	<p>_____</p> <p>Observer's Signature Date</p>
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PIKEVILLE INDEPENDENT SCHOOLS TEACHER DATA COLLECTION SUMMARY

Information on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc. If more room is needed for recording purposes, please use plain paper and attach to this form using a continuation of the numbering format depicted on each page.

Observee _____ Content Area/Grade(s) _____

Observer _____ Position _____

Classroom Observation Information:

Date _____ Lesson Content/Unit _____

Time _____ Academic Expectations _____

Date of Pre-observation Conference _____ Date of Formative Conference _____

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>	
1.1 Builds positive relationships within and between school and community.	1.8 Initiates and develops educational projects and programs.
1.2 Promotes leadership potential in colleagues.	1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3 Participates in professional organizations and activities.	1.10 Demonstrates punctuality and good attendance for all duties.
1.4 Writes and speaks effectively.	1.11 Adheres to school board policies and administrative procedures.
1.5 Contributes to the professional knowledge and expertise about teaching and learning.	1.12 Adheres to the state professional Code of Ethics.
1.6 Guides the development of curriculum and instructional materials.	Standard 1. Considerations for professional growth plan:
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	

Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.*

2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6 Plans lessons and develops instructional materials that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2 Communicates a current knowledge of discipline(s) taught.	2.7 Analyzes sources of factual information for accuracy.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.	2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5 Connects content knowledge to real-world applications.	Standard 2. Considerations for professional growth plan:

Standard 3: Designs/Plans Instruction: <i>The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.8 Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9 Develops and implements appropriate assessment processes.
3.3 Integrates skills, thinking processes, and content across disciplines.	3.10 Secures and uses a variety of appropriate school and community resources to support learning.
3.4 Creates and uses learning experiences that challenge, motivate and actively involve the learner.	3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5 Creates and uses learning experiences that are developmentally appropriate for learners.	3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
3.6 Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.	Standard 3. Considerations for professional growth plan:
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.	

Standard 4: Creates/Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	4.6 Encourages and supports individual and group inquiry.
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.	4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.3 Shows consistent sensitivity to individuals and responds to students objectively.	4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.	4.9 Works with colleagues to develop an effective learning climate within the school.
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.	Standard 4. Considerations for professional growth plan:

Standard 5: Implements/Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

5.1 Communicates specific goals and high expectations for learning.	5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11 Makes effective use of media and technologies.
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	5.12 Makes efficient use of physical and human resources and time.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13 Provides opportunities for students to use and practice what is learned.
5.6 Stimulates students to reflect on their own ideas and those of others.	5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
5.7 Uses appropriate questioning strategies to help students solve problems and think critically.	Standard 5. Considerations for professional growth plan:
5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

Standard 6: Assesses and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

6.1 Selects and uses appropriate assessments.

6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

Standard 6. Considerations for professional growth plan:

6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.

Standard 7: Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning.</i>	
7.1 Assesses and analyzes the effectiveness of instruction.	7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	Standard 7. Considerations for professional growth plan:
Standard 8: Collaborates with Colleagues/Parents/Others: <i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.	8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.	8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

8.5 Secures and makes use of school and community resources that present differing viewpoints.	8.8 Analyzes previous collaborative experiences to improve future experiences.
8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	Standard 8. Considerations for professional growth plan:
Standard 9: Engages in Professional Development: <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i>	
9.1 Establishes priorities for professional growth.	9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2 Analyzes student performance to help identify professional development needs.	9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3 Solicits input from others in the creation of individual professional development plans.	Standard 9. Considerations for professional growth plan:

Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

10.1 Operates a multimedia computer and peripherals to install and use a variety of software.	10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.	10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.9 Designs lessons that use technology to address diverse student needs and learning styles.
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.10 Practices equitable and legal use of computers and technology in professional activities.

10.11 Facilitates the lifelong learning of self and others through the use of technology.	10.15 Uses technology to support multiple assessments of student learning.
10.12 Explores, uses, and evaluates technology resources, software, applications, and related documentation.	10.16 Instructs and supervises students in the ethical and legal use of technology.
10.13 Applies research-based instructional practices that use computers and other technology.	Standard 10. Considerations for professional growth plan:
10.14 Uses computers and other technology for individual, small group, and large group learning activities.	

Evaluatee's Signature*

Evaluator's Signature

Date

Date

** For purpose of documenting completion of formative conference; does not necessarily indicate evaluatee's agreement with information included in data collection summary.*

A blank cell indicates that the respective performance criterion was not observed during the class period(s).

PIKEVILLE INDEPENDENT SCHOOLS TEACHER SUMMATIVE CONFERENCING FORM

Evaluator and evaluatee discuss and complete this document prior to developing the teacher's professional growth plan and summative evaluation instruments. This document is the summary analysis of formative data collected, such as observations, professional development activities, portfolio entries, products, units of study, etc.

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	**NOTE: More than one (1) rating may be checked			
	Meets	Growth Needed	Does Not Meet	
1: Demonstrates Professional Leadership				Discussed
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8. Initiates and develops educational projects and programs.				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10. Demonstrates punctuality and good attendance for all duties.				
1.11. Adheres to school board policies and administrative procedures.				
1.12. Adheres to the state professional Code of Ethics				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Demonstrates Knowledge of Content				Discussed
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Designs/Plans Instruction				Discussed
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9. Develops and implements appropriate assessment processes.				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.				
3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				

3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Stimulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				

8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Standard 9 Overall Rating for Summative Evaluation Form				
10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles.				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
Standard 10 Overall Rating for Summative Evaluation Form				

** NOTE: This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. An evaluatee could "meet" the performance criteria, yet "need growth" in a refinement/enrichment phase of professional growth; in that case, two ratings would be checked. Likewise, one who "does not meet" the performance criteria would certainly "need growth." If the "does not meet" cell is checked, the "growth needed" cell must also be checked.

Evaluatee's Signature*

Evaluator's Signature

Date

Date

Tenured _____
Non-Tenured _____

**PIKEVILLE INDEPENDENT SCHOOLS
SUMMATIVE EVALUATION FOR TEACHERS**

This summarizes all evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____
 Date(s) of Conferences(s) 1st _____ 2nd _____ 3rd _____ 4th _____

TEACHER STANDARDS:

1. Demonstrates Professional Leadership
2. Demonstrates Knowledge of Content
3. Designs/Plans Instruction
4. Creates/Maintains Learning Climate
5. Implements/Manages Instruction
6. Assesses and Communicates Learning Results
7. Reflects/Evaluates Teaching/Learning
8. Collaborates with Colleagues/Parents/Others
9. Engages in Professional Development
10. Demonstrates Implementation of Technology

TEACHER RATINGS:

Meets Does Not Meet*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

**Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*

Opportunities for appeal processes at both the local and state levels are part of the Pikeville Independent School District evaluation plan. Certified employees must make their appeals to this summative evaluation pursuant to the time frames mandated in 704 KAR 3:345 and the local district plan.

ADMINISTRATOR

FORMS

**PIKEVILLE INDEPENDENT SCHOOLS
DATA COLLECTION SUMMARY
EDUCATION ADMINISTRATORS**

Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____ Activity Observed: _____

Time _____ Product Critiqued: _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Vision	
<i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community.	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.	1.10 Assessment data related to student learning is used in developing the school vision and goals.
1.3 The core beliefs of the school vision are modeled for all stakeholders.	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
1.4 The vision is developed with and among stakeholders.	1.12 Barriers to achieving the vision are identified, clarified, and addressed.
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.
1.6 Progress toward the vision and mission is communicated to all stakeholders.	1.14 Existing resources are used in support of the school vision and goals.
1.7 The school community is involved in school improvement efforts.	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.
1.8 The vision shapes the educational programs, plans, and actions.	STANDARD 1 Considerations for professional growth plan:

Standard 2: School Culture and Learning***The education administrator facilitates processes and engages in activities ensuring that:***

2.1 All individuals are treated with fairness, dignity, and respect.	2.12 The school is organized and aligned for success.
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
2.3 Students and staff feel valued and important.	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies.
2.4 The responsibilities and contributions of each individual are acknowledged.	2.15 The school culture and climate are assessed on a regular basis.
2.5 Barriers to student learning are identified, clarified, and addressed.	2.15 A variety of sources of information is used to make decisions.
2.6 Diversity is considered in developing learning experiences.	2.17 Student learning is assessed using a variety of techniques.
2.7 Lifelong learning is encouraged and modeled.	2.18 Multiple sources of information regarding performance are used by staff and students.
2.8 There is a culture of high expectations for self, student, and staff performance.	2.19 A variety of supervisory and evaluation models is employed.
2.9 Technologies are used in teaching and learning.	2.20 Pupil personnel programs are developed to meet the needs of students and their families.
2.10 Student and staff accomplishments are recognized and celebrated.	Standard 2. Considerations for professional growth plan:
2.11 Multiple opportunities to learn are available to all students.	

Standard 3: Management***The education administrator facilitates processes and engages in activities ensuring that:***

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	3.13 Stakeholders are involved in decisions affecting schools.
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.	3.14 Responsibility is shared to maximize ownership and accountability.
3.3 Emerging trends are recognized, studied, and applied as appropriate.	3.15 Effective problem-framing and problem-solving skills are used.
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.	3.16 Effective conflict resolution skills are used.
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.	3.17 Effective group-process and consensus-building skills are used.
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.	3.18 Effective communication skills are used.
3.7 Time is managed to maximize attainment of organizational goals.	3.18 There is effective use of technology to manage school operations.
3.8 Potential problems and opportunities are identified.	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
3.9 Problems are confronted and resolved in a timely manner.	3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
3.10 Financial, human, and material resources are aligned to the goals of schools.	3.22 Human resources function to support the attainment of school goals.
3.11 The school acts entrepreneurially to support continuous improvement.	3.23 Confidentiality and privacy of school records are maintained.
3.12 Organizational systems are regularly monitored and modified as needed.	Standard 3. Considerations for professional growth plan:

Standard 4: Collaboration***The education administrator facilitates processes and engages in activities ensuring that:***

4.1 High visibility, active involvement, and communication with the larger community are priorities.	4.10 Community stakeholders are treated equitably.
4.2 Relationships with community leaders are identified and nurtured.	4.11 Diversity is recognized and valued.
4.3 Information about family and community concerns, expectations, and needs is used regularly.	4.12 Effective media relations are developed and maintained.
4.4 There is outreach to different business, religious, political, and service agencies and organizations.	4.13 A comprehensive program of community relations is established.
4.5 Credence is given to individuals and groups whose values and opinions may conflict.	4.14 Public resources and funds are used appropriately and wisely.
4.6 The school and community serve one another as resources.	4.15 Community collaboration is modeled for staff.
4.7 Available community resources are secured to help the school solve problems and achieve goals.	4.16 Opportunities for staff to develop collaborative skills are provided.
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.	Standard 4. Considerations for professional growth plan:
4.9 Community youth family services are integrated with school programs.	

Standard 5: Integrity, Fairness, Ethics***The education administrator facilitates processes and engages in activities ensuring that he/she:***

5.1 Examines personal and professional values.	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
5.2 Demonstrates a personal and professional code of ethics.	5.11 Recognizes and respects the legitimate authority of others.
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	5.12 Examines and considers the prevailing values of the diverse school community.
5.4 Serves as a role model.	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
5.5 Accepts responsibility for school operations.	5.14 Opens the school to public scrutiny.
5.6 Considers the impact of one's administrative practices on others.	5.15 Fulfills legal and contractual obligations.
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.	5.16 Applies laws and procedures fairly, wisely, and considerately.
5.8 Treats people fairly, equitably, and with dignity and respect.	Standard 5. Considerations for professional growth plan:
5.9 Protects the rights and confidentiality of students and staff.	

Standard 6: Political, Economic, Legal <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
6.1 The environment in which schools operate is influenced on behalf of students and their families.	6.5 Public policy is shaped to provide quality education for students.
6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	6.6 Lines of communication are developed with decision makers outside the school community.
6.3 There is ongoing dialogue with representatives of diverse community groups.	Standard 6. Considerations for professional growth plan:
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.	

 Evaluatee's Signature*

 Evaluator's Signature

 Date

 Date

** For purpose of documenting completion of formative conference; does not necessarily indicate evaluatee's agreement with information included in data collection summary.*

A blank cell indicates that the respective performance criterion was not observed during the session.

**PIKEVILLE INDEPENDENT SCHOOLS
SUMMATIVE EVALUATION FOR ADMINISTRATORS**

This summarizes all evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluated _____ Position _____
 Evaluator _____ Position _____
 Location _____ Date of Conference _____

ADMINISTRATOR STANDARDS:

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

ADMINISTRATOR RATINGS:

	Meets	Does Not Meet*
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation

Evaluator:

Signature

Date

Signature

Date

**Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*

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PROFESSIONAL GROWTH
FORMS

**Pikeville Independent Schools
Individual Professional Growth Plan**

Name _____

Location _____

School Year _____

Identified School/District Improvement Plan Goal and/or Objective: _____

Present PD Stage	Growth Goal(s)/Objective(s) <i>Growth plan must align with specific goals and objectives of school/district improvement plan.</i>	Procedures/Activities for Achieving Goal(s)/Objective(s)	Expected Impact	Target Dates for Completion/Review
Resources/Support Needed: _____				
Employee's Comments: _____				
Supervisor's Comments: _____				

INDIVIDUAL GROWTH PLAN DEVELOPED:	ANNUAL REVIEW: _____ Achieved _____ Revised _____ Continued _____		
	Employee's Signature _____ Date _____	Employee's Signature _____ Date _____	Supervisor's Signature _____ Date _____

**Individual Corrective Action Plan
for**

Date _____

Work Site _____

The Individual Corrective Action Plan is developed for each "does not meet" rating on the Summative Evaluation or when an immediate change in teacher/administrator behavior is deemed necessary by the evaluator. Attach additional pages if necessary.

Standard	Present PD Stage*	Growth Objective/Goal(s) (Describe Desired Outcomes)	Procedures and Activities for Achieving Goals and Objectives (Include Necessary Support)	Appraisal Method and Target Dates

Evaluatee's Comments

Evaluator's Comments

Individual Corrective Action Plan Developed		Status: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued	
_____ Evaluatee's Signature	_____ Date	_____ Evaluatee's Signature	_____ Date
_____ Evaluator's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

***Professional Development Stages:**

O/A – Orientation/Awareness; P/A – Preparation/Application;
I/M – Implementation/ Management; R/I – Refinement/Impact

EVALUATION APPEAL HEARING REQUEST FORM

I, _____, have been evaluated
by _____ during this current school
year evaluation cycle. My disagreement with the findings of the summative
evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Pikeville Independent School District Evaluation
Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

- _____ Substance
- _____ Procedure
- _____ Both substance and procedure

The date of the summative conference was _____.

The date I notified my evaluator of my intent to appeal was _____.

Signature _____ Date _____

This form shall be presented in person or by mail to the Superintendent or the
chairperson of the Local Appeals Panel within five (5) school days following the date
of the completion of the summative conference.